

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE Geography B
(5GB2H/01)

Unit 2: People and the Planet

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Topic 1: Population Dynamics

Question number	Acceptable Answers	Reject	Mark
1 (a)	<p>Population rises (1) Plus data from graph (1) or description of rate of change (1)</p> <p>Max. 1 for an implied change over time with two correct pieces of data</p>	Answers which explain.	2 (1+1)

Question Number	Acceptable Answers	Reject	Mark
1 (b)	<p>Award one mark for a basic point (1) and a second mark for extension through detailed description or explanation (1).</p> <p>Depends on named country but likely to include:</p> <ul style="list-style-type: none"> • Financial incentives (1) detail/extension of same (1) e.g. tax rebates for the third child (1) • Cheaper nurseries / childcare (1) detail/extension of same (1) • Better opportunities for a good education (1) detail/extension of same (1) • Preferential housing (1) detail/extension of same (1) • Extended maternity / paternity leave (1) detail/extension of same (1) • Paid leave of absence for childcare (1) detail/extension of same (1) • Advertising/posters/slogans encouraging larger families (1) • Named government policy (e.g. 'three or more policy') (1) <p>Max 3 for a list.</p>	Answers about how a country is trying to decrease the birth rate	4 (1+1)+(1+1) or (1+1+1)+1 or (1+1) + (1+1)

Question Number	Indicative content	
1 *(c) QWC i,ii,iii	<p>The main differences in population pyramids are likely to include:</p> <ul style="list-style-type: none"> • Very wide at the base / high birth rate / youthful population • Very 'thin' at the top / few retirees • Substantial 'steps' between the cohorts • More elderly women than men • Wide at the top / ageing population <p>Explanations will often link to:</p> <ul style="list-style-type: none"> • high or low birth rates • high or low death rates • high or low infant mortality rates • gender differences • impact of disease / AIDS • links to international migration • levels of development (perhaps within the context of the demographic transition model) 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	<p>Response has a list or small range of ideas, with one or two briefly described.</p> <p>May only be partially linked to the question.</p> <p>Limited details about how the shape of population pyramids are sometimes different.</p> <p>Explanation likely to be a simple statement.</p> <p>Examples are not appropriate, unclear or absent.</p> <p>Limited structure and basic use of geographical terminology.</p>
Level 2	3-4	<p>Response has at least one partial explanation, supported by a range of descriptive points.</p> <p>Some locational detail (facts/figures) could be used to support explanation.</p> <p>Clear link to the idea of some countries have a more 'ageing/youthful' population than other.</p> <p>May link to changes in natural increase, birth rates and death rates but without clear explanation.</p> <p>For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth.</p> <p>Clear structure and well communicated with mostly sound use of geographical terminology.</p>
Level 3	5-6	<p>Response has at least two explanations about why birth rates, death rates, life expectancy levels are high or low.</p> <p>Examples could be used with some detailed description.</p> <p>For the top of Level 3, expect development of the answer by either range or depth.</p> <p>Clear structure and well communicated with good use of geographical terminology.</p>

Topic 2: Consuming Resources

Question number	Acceptable Answers	Reject	Mark
2(a)	<p>One mark for a comparative statement (1) and one mark for the use of supporting data or manipulation of data (1). E.g.</p> <ul style="list-style-type: none"> Brazil has a higher percentage(1) with between 80 and 100% (1) USA has a lower percentage (1) with between 0-19.9% (1) <p>One mark for the use of data if given for both countries, but without comparative language e.g.</p> <ul style="list-style-type: none"> Brazil has between 80 and 100% and the USA has between 0-19.9% (1) 	Answers which explain.	2 (1+1)

Question Number	Acceptable Answers	Reject	Mark
2 (b)	<p>Award one mark for a basic point (1), plus a second mark for further description or exemplification (1). Credit information on the diagram if it does not appear in the text.</p> <ul style="list-style-type: none"> Population increases faster than food supply/resources (1) + arithmetically vs geometrically/exponentially idea (1) reasons for this difference (1) Consequence of population outstripping food supply/resources (1) leading to natural checks (1) such as social tensions / war / famine /disease (1) that will lead to a fall in population size (1) Drawbacks of the theory e.g. did not take into account methods of increasing production (1) which meant that food production could in fact keep pace with growing populations (1) 	Details of Boserupian / Club of Rome theory	4 (1+1)+(1+1) or (1+1+1)+1 or (1+1+1+1)

Question Number	Indicative content	
2 *(c) QWC i,ii,iii	Possible strategies include: <ul style="list-style-type: none"> • 100% grants for low-income households (as part of the 'Green Deal') e.g. to get loft insulation • Loans that will be added to energy bills (also as part of the 'Green Deal') e.g. to pay for double glazing (1) • Offered subsidies linked to promoting renewable sources, e.g. energy companies were given grants to install wind turbines • Local government/authorities providing recycling facilities • Central government has set local council targets to increase recycling • Increase road tax on vehicles with high carbon emissions • Education (about ways of managing consumption) 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question. A limited amount of detail about a particular strategy. Likely to be unclear about the scale of the strategy (national or local). Explanation likely to be a simple statement. Limited structure and basic use of geographical terminology.
Level 2	3-4	Response has at least one partial explanation, supported by a range of descriptive points. Some locational detail (facts/figures) could be used to support explanation. Likely focus on either national or local governments Basic links made between strategies and their intended impact. For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical terminology.
Level 3	5-6	Response has at least two explanations with good supporting detail. Likely focus on both national and local governments. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with good use of geographical terminology.

Topic 3: Globalisation

Question number	Correct Answer	Reject	Mark
3 (a)	Increases during the pre-industrial stage (1) peaking in the middle of the industrial stage (1) before declining during the post-industrial stage (1) Allow one mark for the use of data to support a valid statement (1).	Description of a different sector	2 1+1 or (1+1)

Question Number	Acceptable Answers	Mark
3(b)	<p>Award one mark for a basic point (1), plus a second mark for a developed point (1). Max. 3 if only one group of people is described. Max. 2 if no group is identified (i.e. a generic answer about the impacts of globalisation in the developing world).</p> <p>Examples of groups include factories workers, factory owners, males/females, people living in the core/periphery and the local/national government.</p> <p>Impacts can be positive and/or negative, e.g.</p> <ul style="list-style-type: none"> • Higher wages (1) detail/extension of same (1) • Improved working conditions (1) detail/extension of same (1) • Greater job opportunities (1) detail/extension of same (1) • Increased (free/international) trade opportunities (1) with bigger export markets for domestic manufacturers (1) • Greater opportunities for movement of labour (1) e.g. nurses from India coming to the UK (1) which can lead to better healthcare for residents in the host country (1) • Greater range of imports (1) • Cheaper imports (1) • Exploitation of workers (1) e.g. discrimination against older women (1) and a low minimum wage (1) • Idea of improved communications and transport links (1) with detail or example (1) 	4 (1+1)+(1+1) or (1+1+1)+1

Question Number	Indicative content	
3 *(c) QWC i,ii,iii	Reasons include: <ul style="list-style-type: none"> • Investment from TNCs • Role of the IMF and the WTO • Transport and communication developments • Technological advances facilitating trade, e.g. internet • Cheaper methods and costs of production • Greater affluence, which increases the demand for consumer goods • Development of new markets • Financial incentives from governments and national organisations • Development of trading blocs • Changes in political system / idea of open-door policies 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question. Explanation likely to be a simple statement. Limited structure and basic use of geographical terminology.
Level 2	3-4	Response has at least one partial explanation, supported by a range of descriptive points. Some locational detail (facts/figures) could be used to support explanation. For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical terminology.
Level 3	5-6	Response has at least two explanations and some detailed description. Examples may be used to support ideas. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with good use of geographical terminology.

Topic 4: Development Dilemmas

Question number	Correct Answer	Reject	Mark
4 (a)	The higher the GDP per capita, the higher the longer life expectancy / positive correlation or similar (1) + data/detail to support (1) Cuba is the anomaly	Explanation	2 1+1 or (1+1)

Question Number	Acceptable Answers	Mark
4 (b)	<p>Expect basic identification of a reason for the development gap between developed and developing counties (1) and extension of idea through detail; naming a country(s) is not enough (1).</p> <p>Basic causes are:</p> <ul style="list-style-type: none"> • Geographical location (1) not on an obvious trade route / away from potential markets (1) • Prevalence of disease (1) which means that many people are unwell and unable to work (1) • Legacy from colonialism / neo-colonialism (1) • Lack of natural resources (1) • Debt (1) which means that the majority of revenue from exports is used for repayments (1) • Political instability / corruption (1) has resulted in the mismanagement of funds (e.g. on arms/military rather than industry) (1) • Restricted trading opportunities (1) • High likelihood of natural disasters / earthquakes etc. (1) • Better infrastructure (1) • Education / literacy rates (1) • Idea of the poverty trap (1) • Links to the size of the working population / population structure (1) • Industry type (1) idea that primary industry contributes less to the economy compared to secondary/tertiary/quaternary products (1) 	<p>4</p> <p>(1+1)+(1+1)</p> <p>or</p> <p>(1+1+1)+1</p> <p>or</p> <p>(1+1)+1+1</p>

Question Number	Indicative content	
4 *(c) QWC i,ii,iii	<p>Top-down characteristics include:</p> <ul style="list-style-type: none"> • Large scale projects • Decisions are made by the government or by private companies • Decisions are usually enforced on people • Local community has little influence in the decision-making process • Idea of 'trickle-down' effect, e.g. Jobs <ul style="list-style-type: none"> • Often has a broad economic focus <p>Bottom-up characteristics include:</p> <ul style="list-style-type: none"> • Decisions are made by the local community • Local people are supported by outside agencies, e.g. charities • Decisions are not forced upon them • Usually smaller scale projects than top-down projects • Often has a more social focus than a top-down strategy 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-2	<p>Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question. Example(s) of specific characteristics are not appropriate, unclear or absent. Little evidence of comparison between the two types of approach. Limited structure and basic use of geographical terminology.</p>
Level 2	3-4	<p>Response has at least one clear comparison, supported by some descriptive points. Likely to refer to specific characteristics. For the top of Level 2, expect at least two explicit or implied comparisons or at least one comparison that offers good depth. Some structure and clearly communicated but with limited use of geographical terminology.</p>
Level 3	5-6	<p>Response has at least two comparisons. Likely to include an example(s) to support comparative statements. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with good use of geographical terminology.</p>

Topic 5: The Changing Economy of the UK

Question number	Correct Answer	Reject	Mark
5(a)(i)	Overall decrease in secondary(1) increase in tertiary and quaternary (1) data to support a correct statement (1)	All explanations Primary sector has stayed the same	2 1+1 Or 1+1

Question Number	Acceptable Answers	Reject	Mark
5(a)(ii)	Suggest one so expect one basic point (1) and a development (1). <ul style="list-style-type: none"> • Idea of more job opportunities in tertiary / less job opportunities in secondary (1) • Perception that tertiary jobs are higher paid (than secondary) (1) • Growth in technology has created many new jobs in the tertiary sector (1) • (perceived) better working conditions in tertiary (1) • Global shift (1) so therefore fewer secondary jobs available (1) • Mechanisation (1) less need for workers (1) • Outsourcing abroad (1) • Reduced availability of raw materials needed by the factory (1) 		2 (1+1)

Question Number	Indicative content	
5 *(b) QWC i,ii,iii	<p>Positive environmental impacts include:</p> <ul style="list-style-type: none"> • Pressure on water supplies is reduced as often industry uses water • Less non-renewable resources (e.g. fossil fuels) are used • Reduction in air pollution, e.g. carbon emissions / greenhouse gases • Less noise pollution as fewer articulated trucks / noise from machines • Less visual pollution as land could be landscaped and/or used for leisure purpose • Reduced traffic congestion <p>Negative environmental impacts include:</p> <ul style="list-style-type: none"> • Buildings might be left derelict (too expensive to demolish) which creates visual pollution • Toxic leaks, polluting water sources • Empty building could attract vandalism / fly-tipping etc. • Locals may have to drive further to work causing a rise in air pollution and noise pollution elsewhere 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	<p>Response has a list or small range of ideas, with one or two briefly described.</p> <p>May only be partially linked to the question.</p> <p>Example(s) are not appropriate, unclear or absent.</p> <p>Limited details about the impacts on the environment of de-industrialisation.</p> <p>Explanation likely to be a simple statement.</p> <p>Limited structure and basic use of geographical terminology.</p>
Level 2	4-6	<p>Response has at least one partial explanation, supported by a range of descriptive points.</p> <p>Some locational detail (facts/figures) could be used to support explanation.</p> <p>Likely to focus on either positive or negatives.</p> <p>For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth and the response is likely to include both positive and negative impacts.</p> <p>Clear structure and well communicated with mostly sound use of geographical terminology.</p>

Level 3	7-8	Response has at least two explanations. Some examination of the positive and negative impacts. Example(s) are used with some detailed description. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with good use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Topic 6: Changing Settlements in the UK

Question number	Acceptable Answers	Reject	Mark
6 (a) (i)	<p>One mark for each difference.</p> <p>e.g. City of London has a much higher proportion of people born in countries outside the EU (1) and a lower proportion born in the UK (1) data to support a correct statement (1)</p>	<p>All explanations</p> <p>Similarities</p>	<p>2</p> <p>1+1</p> <p>or</p> <p>(1+1)</p>

Question Number	Acceptable Answers	Mark
6 (a) (ii)	<p>Suggest one so expect a basic point (1) and an extension (1).</p> <p>For example:</p> <ul style="list-style-type: none"> • Expansion of the EU (1) has led to the growth of that sector in London (1) • Already many different ethnic communities in London (1) so people from those countries are attracted there (1) • London has a greater potential of finding a job (1) which attracts overseas migrants (1) • London is bigger/the capital city (1) with many job opportunities (1) 	<p>2</p> <p>(1+1)</p>

Question Number	Indicative content	
6 *(b) QWC i,ii,iii	<p>Strategies include:</p> <ul style="list-style-type: none"> • Rebranding of rural regions • Local and national government schemes, e.g. setting up rural growth network pilots designed to help businesses overcome barriers to economic growth. • Technological and communication improvements, e.g. broadband internet access and improving mobile phone signals to rural communities • Rural Development Programme for England (RDPE) • Development of tourism e.g. eco-lodges to stimulate rural tourism • Farm and Forestry Improvement Scheme (FFIS) • Converting old de-industrialised landscapes into nature reserves • Development of energy resources e.g. nuclear power and wind turbines 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	<p>Response has a list or small range of ideas, with one or two briefly described.</p> <p>May only be partially linked to the question.</p> <p>Example(s) of strategies are not appropriate, unclear or absent.</p> <p>Limited details about the strategies used to encourage economic development.</p> <p>Explanation likely to be a simple statement.</p> <p>Limited structure and basic use of geographical terminology.</p>
Level 2	4-6	<p>Response has at least one partial explanation, supported by a range of descriptive points.</p> <p>Some locational detail (facts/figures) could be used to support explanation.</p> <p>Links are made between what the strategy is and how it is designed to encourage economic development.</p> <p>For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth.</p> <p>Clear structure and well communicated with mostly sound use of geographical terminology.</p>
Level 3	7-8	<p>Response has at least two explanations, supported by some detailed descriptions.</p> <p>Clear links between the strategies used and economic development.</p> <p>For the top of Level 3, expect development of the answer by either range or depth.</p> <p>Some examination of different strategies that have been used.</p> <p>Clear structure and well communicated with good use of geographical terminology.</p>
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.

SPaG Level 1	1	<i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Topic 7: The Challenges of an Urban World

Question number	Acceptable Answers	Reject	Mark
7(a) (i)	<ul style="list-style-type: none"> Proportion of people living in urban areas has risen – <i>mirror</i> (1) data to support (1) e.g. the proportion of people living in urban areas has risen (1) from 35-50% (1) In 1970, the urban population was 35% (1) and in 2015 it was 65% (1) – <i>or rural equivalent</i> 	All explanations	2 (1+1)

Question Number		Reject	Mark
7 (a) (ii)	<p>Suggest one so expect a basic point (1) with an extension (1).</p> <ul style="list-style-type: none"> Rural-urban migration (1) example of a push or pull factor (1) Natural increase is high (1) as death rates have fallen (1) 		2 (1+1)

Question Number	Indicative content	
7 *(b) QWC i,ii,iii	Strategies include: <ul style="list-style-type: none"> • Improvements to slum housing including building quality, infrastructure, crime, healthcare and welfare • Developing job opportunities • Education provision • Reducing pollution (air, noise and water in particular) • Managing transport systems • Waste disposal 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question. Example(s) are not appropriate, unclear or absent. Limited details about the strategies used. Explanation likely to be a simple statement. Limited structure and basic use of geographical terminology.
Level 2	4-6	Response has at least one partial explanation, supported by a range of descriptive points. Some locational detail (facts/figures) could be used to support explanation. For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical terminology.
Level 3	7-8	Response has at least two explanations. Example(s) are used with some detailed description. Some examination of the success of strategies, for example, by evaluation. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with good use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
SPaG Level 2	2	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
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Topic 8: The Challenges of a Rural World

Question number	Correct Answer	Reject	Mark
8 (a)	Urban population rises / rural population falls (1) Plus data from graph (1) or description of rate of change (1) Max. 1 for an implied change over time with two correct pieces of data.	All explanations	2 1+1

Question Number	Acceptable Answers	Mark
8 (b)	Suggest one so expect a basic point (1) with an extension (1). Named push or pull factor (1) development of same (1)	2 (1+1)

Question Number	Indicative content	
8 *(c) QWC i,ii,iii	Strategies include: <ul style="list-style-type: none"> • Fair-trade schemes • Schemes incorporating intermediate technology • Other strategies to improve water supply, crop yield and prevent soil erosion • Other schemes that encourage farmers to diversify to increase their income • Health provision • Micro finance 	
Level	Mark	Descriptor
Level 0	0	No acceptable response.
Level 1	1-3	Response has a list or small range of ideas, with one or two briefly described. May only be partially linked to the question. Example(s) are not appropriate, unclear or absent. Limited details about the initiatives used. Explanation likely to be a simple statement. Limited structure and basic use of geographical terminology.
Level 2	4-6	Response has at least one partial explanation, supported by a range of descriptive points. Some locational detail (facts/figures) could be used to support explanation. A weak attempt made to consider the successes of different initiatives. For the top of Level 2, two or more partial explanations or one clear explanation that offers good depth. Clear structure and well communicated with mostly sound use of geographical terminology.
Level 3	7-8	Response has at least two explanations. Example(s) are used with some detailed description. Some examination of the success of initiatives, for example, by evaluation. For the top of Level 3, expect development of the answer by either range or depth. Clear structure and well communicated with good use of geographical terminology.
SPaG Level 0	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
SPaG Level 1	1	<i>Threshold performance</i> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

SPaG Level 2	2	<i>Intermediate performance</i> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
SPaG Level 3	3	<i>High performance</i> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

